

FROM INSIGHTS TO ACTION



Enriching the Clinical Research
Workforce by Developing Diverse and
Inclusive Career Programs

Fall 2020

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From Insights to Action 2020: Enriching the Clinical Workforce by Developing Diverse and Inclusive Programs

- A resource with actionable strategies for organizing research programs with an equity and inclusive lens
- Goal is to provide strategies to diversify the investigator workforce and institutional leadership and to expand the level of impact research can have via diverse perspectives
- CTSA Program hubs that met metrics for top improvement with underrepresented persons and women were interviewed on their strategies for improving their KL2 and TL1 education programs and commonalities across hubs were identified

Participating Program Hubs

Columbia University

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Duke University

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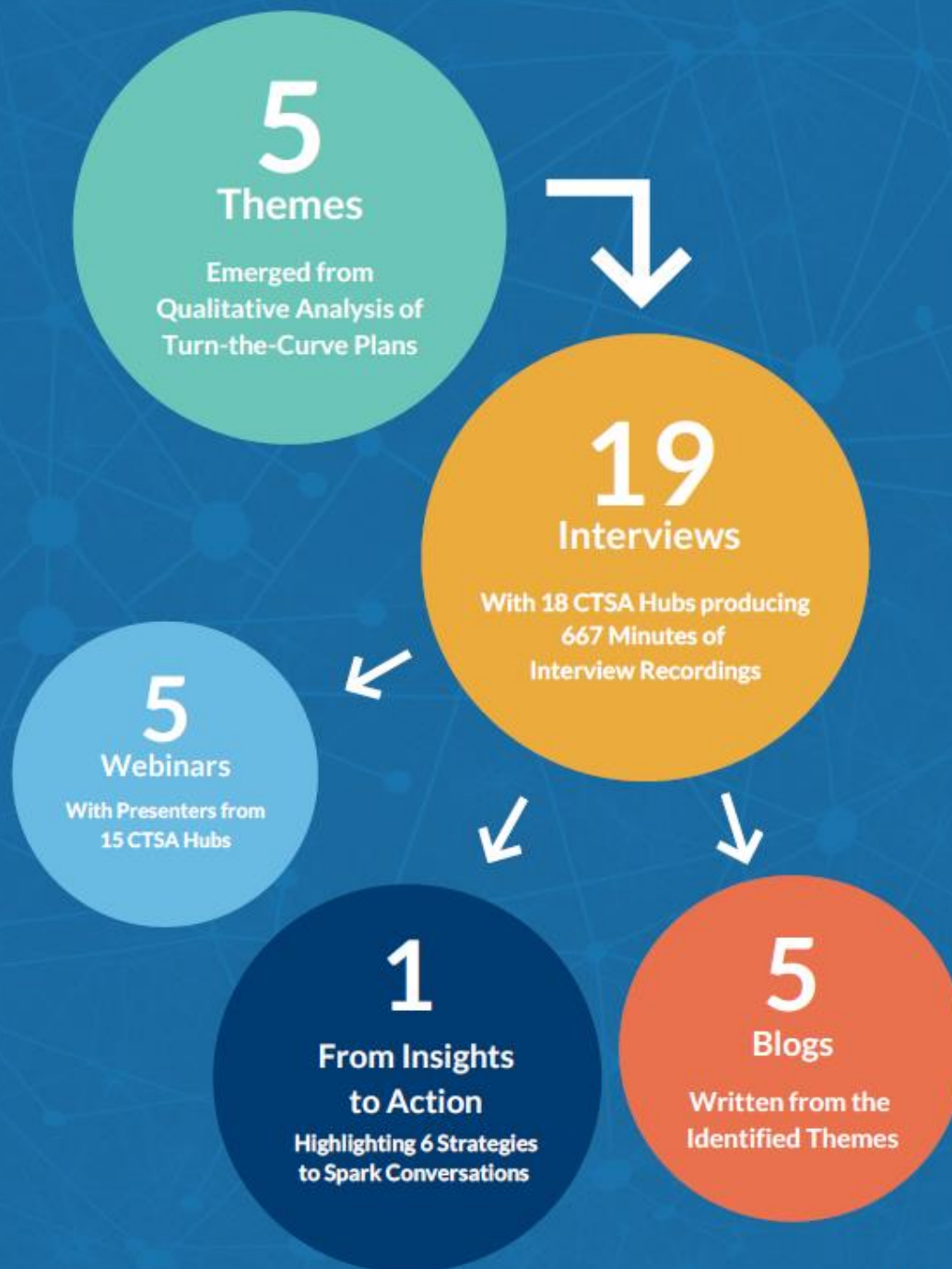
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John K. Amory, MD, MPH | Julie T. Elworth, PhD | Christy McKinney, PhD, MPH | Arti Shah, MPH, CHES

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Strategies

1. Prioritizing Representation

Prioritize representation, holistically, at every stage of the career pathway.

2. Building Partnerships

Actively collaborate with departmental, institutional, and across-institutional leadership on common/aligned programmatic goals.

Strategies

3. Designing Program Structure

Balance structured programmatic supports with space for scholar-led innovation.

4. Making It Personal

Value and nurture the whole scholar: past, present, and future.

Strategies

5. Improving Through Feedback

Create open, responsive avenues for mutual feedback.

6. Winning Endorsement

An inclusive program seeks and sees advocates outside of its own leadership.

Prioritizing Representation

Shane A. Phillips PT, PhD

Director, KL2 Scholars Program

University of Illinois at Chicago



Prioritizing Representation

How can you foster and sustain an environment that supports the growth of scholars and trainees of all backgrounds?

Diversity and inclusion within the CTSA Program is reflected in many forms: race, ethnicity, gender, area of study, stage of career development, and more.

- 1) Focus on diversity among the programs within the institution is an ideal.
- 2) We talk about diversity as an programmatic priority and institutionally supported priority at the beginning of almost recruitment program for students and faculty.
- 3) Hosting as wide of variety of perspectives is an important component to emphasizing diversity.

“Diversity is in the fabric at UIC; it's everywhere. It's not something that we just pay lip service to - it's front and center of pretty much everything we do, and new faculty or faculty that are being recruited see that.”



The University of Illinois at Chicago

Representation

- Program leadership
- Review and selection committee membership
 - *Diversity advocate
 - *Community member
 - * Accessible mentors and role models
- Recruitment from across the translational perspective

“Some things work well in schools of medicine that don't work well in colleges of arts and sciences or engineering.”- Indiana University
- Can you develop resources to promote diversity supplements or to encourage applications? Workshops to promote applications.

Recruit mentors and role models from the diverse programs and communities you may be looking to partner

Building partnerships

Building partnerships



- Discussions with other career development programs
- Present and actively engage with programs that you are trying to recruit applicants
- Partner with groups within the region who are represent and serve underrepresented groups including community groups
- Offer to meet and present to programs within your institution who may have similar goals.

Building Partnerships

- Internal Recruitment
- Advisory Boards
 - Diversity advisory
- Funders of Aligned Goals
 - Institutional initiatives and programs
- Community partnerships
 - Undergraduate research programs, pipeline programs
 - Community research partnerships and liasons

Designing Program Structure

Kimberly S. Johnson MD MHS

Duke University School of Medicine

A Focus on Equity from Beginning to End and Beyond

- Application Process
- Mentorship
- Curriculum

Application Process: Leveling the Playing Field

- Application Process
 - Application Preparation
 - Application Prep Programs
 - Clear communication of review criteria
 - Review Criteria and Committee
 - Scoring Criteria
 - Committee Members and Managing Conflicts
 - Final Selection
 - Criteria for Selection
 - Consideration of Diversity and Inclusion Goals



Mentorship: Filling in the Gaps

- Identifying Mentors
 - Who can serve as mentors?
 - What additional mentorship is needed (content, career development, personal)?
- Structured Processes to Improve Mentorship
 - Mentorship Training
 - Clear Expectations with Monitoring/feedback
 - Scheduled Meetings of Mentoring Committee
- Peer Mentoring



Curriculum: One Size Does Not Fit All

- Structured Opportunities with scholar input
 - Monthly Meeting with Standard Curriculum
- Individual Needs (IDP): Flexibility to accommodate change
- Attention to Research Skills, Career Development and Soft Skills
- Program Goals and Emphasis
- Preparing for Next Steps (writing, concept/grant review)



Making it Personal

Supporting Diversity

- Application Process
 - Strengths, markers of potential for success
- A focus on the broad needs and goals of individual scholars
 - Curriculum
 - Meetings with Individual Scholars
- Building an Inclusive Community



Improving Through Feedback

Joel Tsevat, MD, MPH

KL2 PI, UT Health San Antonio

Overview

- Obtain feedback from all phases of program, from recruitment phase to alumni follow-up
- Feedback should be bidirectional
- Feedback can be formal and informal
 - Example: Columbia devotes first 15 minutes of group meetings to open discussion

Areas of Feedback

- Applications and writing
 - How closely does KL2 application and review process mirror NIH's?
 - Do unsuccessful applicants get feedback on their application, and if so, from whom? Is it provided in person or by e-mail?
 - Consider involving current or former KL2 Scholars in the review process
- Mentoring and relationships
 - Do Scholars and mentors give each other feedback? Is it formal or informal?
 - Do Scholar alumni continue to interact with the KL2 program after they graduate?
- Program implementation
 - Is the program itself evaluated? If so, by whom?
 - Does feedback precipitate programmatic changes?
- Establish expectations about follow-up surveys

Winning Endorsement

Who Champions Your Program?

- Program directors
- Your institution's communications office?
- Current and former Scholars?
 - Likely your best salespeople, especially to their own disciplinary, gender, and racial/ethnic peers
 - Which Scholars are recommending the program and which are not?
 - What spaces are available for these conversations?
- Program partners, e.g., department heads, other administrators
 - Who is writing letters of recommendation, and what are they writing?
 - Are your administrative partners enthusiastic about the program? Are they willing to absorb lost salary support, e.g., for potential Scholars from highly-paid specialties?